EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Co-location of Multiple Grades of Harlem Prep Charter School (84M708) with M.S. 224 Manhattan East School for Arts & Academics (04M224), Academy of Environmental Science Secondary High School (04M635), and Renaissance Charter High School for Innovation (04M433) in Building M099 Beginning in the 2012-2013 School Year

I. Summary of Proposal

The New York City Department of Education ("DOE") is proposing to re-site and temporarily co-locate multiple grades of Harlem Prep Charter School (84M708, "Harlem Prep"), an existing public charter school that currently serves students in kindergarten through fifth grades, in Building M099 ("M099"), located at 410 East 100th Street, New York, NY 10029, in Community School District 4, for two years beginning in the 2012-2013 school year. If this proposal is approved, Harlem Prep would re-site its kindergarten through second grades to M099 for two years beginning in 2012-2013 and re-site its third grade to M099 for the 2013-2014 school year only. Harlem Prep would be co-located in M099 with M.S. 224 Manhattan East School for Arts & Academics (04M224, "Manhattan East"), an existing middle school that serves students in grades six through eight; Academy of Environmental Science Secondary High School (04M635, "AES"), an existing high school which currently serves students in grades ten through twelve and is in the process of phasing out; and Renaissance Charter High School for Innovation (84M433, "Innovation"), an existing public charter high school that currently serves students in grades nine and ten and will expand to serve students in grades nine through twelve. In a separate Educational Impact Statement ("EIS") posted on March 5, 2012, the DOE proposes to re-site Harlem Success Academy Charter School 3 (84M385, "HSA 3"), an existing public charter school that serves students in kindergarten through fourth grades, from its current location to M099 beginning in the 2013-2014 school year. If that proposal is approved, Harlem Prep would also be co-located with HSA 3 during the 2013-2014 school year. A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

The phase-out of AES was approved by the Panel for Educational Policy ("PEP") on February 1, 2011. AES no longer admits new students and will close in June 2014. Innovation is currently phasing-in, adding a new grade of students each year until it reaches full scale and serves students in grades nine through twelve in the 2013-2014 school year.

Harlem Prep is an existing public charter school currently serving kindergarten through fifth grades in private space, building M174 ("M174"), located at 240 East 123rd Street, New York, NY 10035 in Community School District 4. If this proposal is approved, Harlem Prep would continue to serve students in third through fifth grades in M174 in 2012-2013 and fourth and fifth grades in 2013-2014. The State University of New York ("SUNY") Charter Schools Institute authorized Harlem Prep to expand to serve students in sixth through eighth grades in addition to students in kindergarten through fifth grades on January 25, 2012. Thus, Harlem Prep will also expand to serve students in sixth through eighth grades by adding one grade each year over the next three years. If this proposal is approved, Harlem Prep would serve students in kindergarten through second grades in M099 in 2012-2013, and it would serve students in kindergarten through third grades in M099 in 2013-2014. Harlem Prep admits students at all grade levels, depending on availability of seats, through a lottery and gives preference first to siblings of students

currently enrolled in Harlem Prep and then to students residing in District 4.

Although SUNY Charter Schools Institute has authorized Harlem Prep to expand to serve grades six through eight, after evaluating the space available in M174, the DOE has concluded that M174 will not be able to accommodate the school's currently existing grades along with its new middle school grades. Therefore, the DOE is proposing to temporarily co-locate the kindergarten through third grades of Harlem Prep in M099 for two years. Moreover, beginning in the 2013-2014 school year, Harlem Prep will also need additional space in order to accommodate its students in the seventh and eighth grades. This need is driven by the fact that Harlem Prep will increase the number of sections the school will offer for its middle school grades. Currently, the school offers one section of fifth grade, but for the 2012-13 school year, Harlem Prep will admit three additional sections by lottery in order to serve four total sections of sixth grade. Moving forward, each of its middle school grades will serve four sections. The DOE will consider all long-term options to accommodate the anticipated expansion of Harlem Prep in the future and, if necessary, will propose those options in a separate EIS.

Any proposal regarding the future siting and/or co-location Harlem Prep's kindergarten through third grades in DOE space would be proposed in a future EIS subject to approval by the Panel for Educational Policy.

As previously mentioned, the DOE has issued a separate EIS to re-site HSA 3 to M099 beginning in 2013-2014, where it would re-site one grade each year from its current location in building M101, located at 141 East 111th Street, New York, NY 10029, beginning with its kindergarten in 2013-2014, until it serves students in kindergarten through fourth grade in M099 in 2017-2018. Each new cohort of students that enrolls in HSA 3 beginning in 2013-2014 would be served in M099 through fourth grade.

Any additional significant change in the use of M099 beyond 2013-2014 would be proposed in a future EIS.

M099 also currently houses Renaissance School of the Arts (04M377, "Renaissance"), an existing district middle school that serves students in grades six through eight. On February 28, 2012, the DOE published a proposal to re-site Renaissance to building M155 ("M155"), which is located at 319 East 117th Street, New York, NY 10035 in Manhattan's Community School District 4, beginning in the 2012-2013 school year. If for any reason Renaissance's re-siting is delayed beyond the beginning of the 2012-2013 school year, the DOE would consider alternate options and, if necessary, address the proposed temporary co-location of the kindergarten through third grades of Harlem Prep in a new or revised proposal.

According to the 2010-2011 Enrollment Capacity Utilization Report (the "Blue Book"), M099 has the capacity to serve 1,301 students. Currently, the building serves 865 students,[1] yielding a building utilization rate of 66%.[2] If this proposal is approved, during the 2012-2013 school year, Harlem Prep would serve 134-172 students in kindergarten through second grades in M099. During the 2013-2014 school year, Harlem Prep would serve 182-233 students in kindergarten through third grades in M099.
In 2013-2014, M099 would serve approximately 956-1,210 students in total at Harlem Prep, HSA 3, Manhattan East, AES, and Innovation, yielding an estimated building utilization rate of 73%-93%. The utilization rate will not increase significantly in 2012-2013 because, as stated above, Renaissance is proposed to be re-sited to M155 in 2012-2013. As discussed in Section III.B and in the attached Building

[1] 2011-2012 Audited Register. This figure represents current enrollment at Manhattan East, AES, Innovation, and Renaissance.
[2] All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2011. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

Utilization Plan ("BUP"), the building has sufficient space to provide all these schools with at least their baseline room allocations under the Citywide Instructional Footprint ("Footprint"). Therefore, the M099 building has the capacity to accommodate Manhattan East, AES and Innovation along with the proposed temporary addition of the kindergarten through third grades of Harlem Prep beginning in September 2012, and the proposed co-location of HSA 3 beginning in September 2013.

Democracy Prep Public Schools ("DPPS") currently manages a total of three public charter schools in Manhattan and will manage four beginning in 2012-2013. Beginning in the 2011-2012 school year, DPPS took over Harlem Prep, which was previously called Harlem Day Charter School, as part of a turnaround project. DPPS's previously existing schools, Democracy Preparatory Charter School (84M350, "Democracy Prep") and Democracy Preparatory Harlem Charter School (84M481, "DP Harlem"), have a strong track record of academic achievement. In 2009-2010, Democracy Prep was the highest rated middle school in New York City on the annual Progress Report, and its Progress Report score has been in the top 13% of middle schools Citywide during all four years that it has received a Progress Report. Though DP Harlem has not yet received a Progress Report score, in 2010-2011, the proportion of its students that received proficient scores on the Math and ELA state tests were in the top 23% and top 21% of middle schools Citywide.

The DOE believes DPPS's record of success supports the growth of Harlem Prep. This proposal to co-locate Harlem Prep's kindergarten through third grades in M099 would allow DPPS to continue providing educational opportunities for students and families.

II. Proposed or Potential Use of Building

There is sufficient space in M099 to accommodate the proposed temporary co-location of the kindergarten through second grades of Harlem Prep in 2012-2013 and kindergarten through third grades in 2013-2014 in the building along with Manhattan East, AES and Innovation, as well as HSA 3. M099 has the capacity to serve 1,301 students.[3] The concept of "target capacity" and the related concept of "utilization rate" are explained below.

Target Capacity and Projected Utilization	
Total Capacity (2010-11)	**1,301**
Current Enrollment (2011-12)	**865**
Utilization %	**66%**

The current and proposed grade spans for the schools in M099 are as follows:

		Grade Spans		
DBN	**School Name**	**2011-12**	**2012-13**	**2013-14**
04M224	M.S. 224 Manhattan East School for Arts & Academics	6-8	6-8	6-8

[3] 2010-2011 Blue Book.

04M377	Renaissance School of the Arts	6-8	-	-
04M635	Academy of Environmental Science Secondary High School	10-12	11-12	12
84M708	Harlem Prep Charter School	-	K-2	K-3
84M385	Harlem Success Academy Charter School 3	-	-	K
84M433	Renaissance Charter High School for Innovation	9-10	9-11	9-12

The current and projected enrollments for the schools in M099 are as follows:

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
M.S. 224 Manhattan East School for Arts & Academics	246	215 - 245	210 - 240
Renaissance School of the Arts	193	-	-
Academy of Environmental Science Secondary High School	186	75 - 115	30 - 70
Harlem Prep Charter School	-	134 - 172	182 - 233
Harlem Success Academy Charter School 3	-	-	84 - 90
Renaissance Charter High School for Innovation	240	338 - 432	450 - 577
Total Building Enrollment	865	762 - 964	956 – 1,210
Utilization	66%	59% - 74%	73% - 93%

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE's estimated utilization rates for the 2011-2012 school year and beyond are based on the 2010-2011 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, estimated utilization rates for the 2011-2012 school year and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

For more detail on the Footprint and room allocations, see Section III.B below and the attached BUP. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

III. Impact of the Proposal on Affected Students, Schools, and Community

A. Students

Impact on Students Currently Attending Schools in M099

The proposed temporary co-location of the kindergarten through third grades of Harlem Prep is not expected to impact current or future instructional programming at Manhattan East, AES, or Innovation.

Manhattan East and AES serve general education students and students requiring special education services include students currently enrolled in Integrated Co-teaching ("ICT") classes at AES, students enrolled in self-contained ("SC") special education classes at Manhattan East and AES, and students receiving Special Education Teacher Support Services ("SETSS") at Manhattan East and AES. Students with disabilities receive services in accordance with the individualized program ("IEP") developed for each student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learner ("ELL") students receive English as a Second Language ("ESL") or transitional bilingual services. All students enrolled at Manhattan East and AES will continue to receive their mandated special education and/or ELL services.

Innovation admits students through a lottery regardless of special education or language needs. Innovation will continue to serve all students admitted via lottery and will continue to work with families to meet individual students' needs.

As mentioned previously, AES is in the process of phasing out. Current students at AES would complete high school at AES, if they earn credits on schedule. As the school becomes smaller, students who do not earn credits on schedule would receive more individualized attention to ensure they receive the support they need to succeed. Students would also be encouraged to meet with their guidance counselor to review progress toward graduation and consider applying to a Transfer High School.

Current students who are not on track to graduate should meet with their guidance counselor to discuss their options. Depending on their age, academic profile, and credit accumulation, some students may be better served at a Transfer High School or a Young Adult Borough Center.[4] These programs have strong track records for helping over-age, under-credited students get back on track toward graduation. In general, however, it is expected that most current AES students will remain enrolled at the school as they work toward graduation.

The DOE will arrange a new placement for AES students who haven't accumulated sufficient credits and those who have not passed the minimum number of Regents exams to graduate by June 2014.

The DOE does not anticipate that this proposal would impact the existing partnerships of the schools in M099. All school organizations currently in the building could continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Manhattan East currently offers the following programs and partnerships:[5]

- **Special Programs and Initiatives:** Visual and Performing Arts, Environmental Action, Jewelry Making, Jazz Ensemble, Sewing and Quilting, Sports Conditioning, Studio Art, Yearbook Publishing, Ban, Ceramics, Chorus, Dance, Drama, Family Living, Magazine and Publishing, Origami
- **Higher Education Partnerships:** Fordham University, Hunter College, New York University, Teachers College Columbia University
- **Program Partnerships:** General Electric Foundation, Mount Sinai Medical Center, Japan Society, China Institute
- **Clubs and Activities:** Afterschool Peer Mentoring, Music, Math, Recycling Club
- **Sports:** Basketball (Boys), Outdoor Track (Co-ed)

AES currently offers the following special programs and partnerships:[6]

- **Sports:** PSAL Basketball (Boys) and Softball (Girls)
- **Extracurricular Activities:** Dancing Classroom/Dance Club, Environthon, Mural Drawing, Knitting Club, Film Club
- **Partnerships:** Mt. Sinai Adolescent Clinic (referrals), Metropolitan Hospital (referrals), Union

[4] Young Adult Borough Centers ("YABCs") are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

[5] Compiled from the 2011-2012 Middle School Directory.

[6] School-reported information.

Settlement House

According to its website, Innovation currently offers the following special programs and partnerships:[7]

- **Partnerships:** Boys and Girls High School, Charter School Athletic League, Charter School Kickball League, CEI-PEA, El Museo de Barrio, Harlem RBI, Manny Vega, East Harlem Artist, Museum of the City of New York, NYC Charter Center, People's Production House, SCAN NY, Speak, etc., Art for Change, Peace on the Streets, East Harlem Tutorial, Day One
- **After-school activities:** Innovation Records, Innovation Cares, Metal Club, Visionaries Collective, Poetry Club, Innovation Think Tank, Film Appreciation, The Powder Room, Reading Circles, From Short Stories to Memoirs, Basketball

Impact for Students Currently Attending Harlem Prep

The proposed temporary co-location of the kindergarten through third grades of Harlem Prep is not expected to impact the special programs, partnerships, or extra-curricular activities at Harlem Prep.

Harlem Prep's school day extends to 5:15 p.m. Harlem Prep also has a weekly hour-long Town Hall meeting as well as an hour-long community meeting.

If this proposal is approved, M099 will serve elementary school students, middle school students, and high school students. Currently, the DOE manages other campuses where elementary schools are co-located with high schools, including the Julia Richman Educational Complex (the "Richman Campus"), which houses Ella Baker (a K-8 school), four high schools, and part of a District 75 special education program; Building M013, which houses Central Park East I Elementary School, Central Park East High School, a middle school, and another elementary school; and the Adlai Stevenson Campus (the "Stevenson Campus") which houses eight high schools, an Alternative Learning Center, and the full-day pre-kindergarten sections of elementary school P.S. 138; and the Brandeis Campus, which serves five high schools and Upper West Success Charter Elementary School. The DOE is not aware of any unusual discipline problems caused by the co-location of elementary age students with high school age students. The DOE, in consultation with the Building Council, will, where possible, allocate contiguous and dedicated space to the elementary students to ensure the safety of all students.

Impact for Future Elementary School Students in District 4

If this proposal is approved, all current and future age-appropriate students in District 4 will continue to have the opportunity to enter the charter application lottery process to enroll in Harlem Prep at all grade levels. The Harlem Prep charter provides lottery preferences in the following order: (1) returning students, (2) siblings, (3) applicants who reside in District 4, and (4) applicants who do not District 4.

Impact on Future Middle School Students in District 4

The proposed temporary co-location of the kindergarten through third grades of Harlem Prep is not anticipated to have a direct material impact on middle schools in District 4.

Manhattan East admits its students through the District 4 Middle School Choice Process where fifth-grade students rank in order their middle school preferences on a centralized application and are matched to schools through a computer-based matching process. Manhattan East maintains a screened academic

[7] http://www.innovationhs.org/

program with a focus in arts and academics.

As is typically the case when unzoned school options expand, Harlem Prep's expansion to serve middle school grades may have an impact on enrollment at other District 4 middle schools by enrolling students who would otherwise attend a District 4 middle school. At present, there is no way to reliably predict which District 4 middle schools would be impacted, if any, or by how many seats.

Students who attend Harlem Prep's fifth grade are eligible to participate in the District 4 Middle School Choice Process if they choose not to remain at Harlem Prep for sixth grade, regardless of their district of residence.

There are currently 20 total schools serving middle school grades in District 4, including three charter schools. At scale, eight of these schools will be middle schools, three will be secondary schools serving grades 6-12, eight will be K-8 schools, and one, The New York City Center for Autism Charter School, will be K-12.

In the District 4 Middle School Choice Process, students rank their preferences from among the District 4 choice middle schools. These options include:

- unzoned, choice middle schools with a screened application process (admission is based on criteria designated by the school);
- unzoned, choice middle schools with an unscreened or limited unscreened application processes (Note: limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session)

Students with IEPs participate in the middle school admissions process in the same manner as their non-disabled peers. The DOE will support schools by reviewing students' IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. The school to which a student is matched will develop a program to meet the student's needs. This process would apply to students with IEPs transitioning to middle school in the same manner as it applies to all other students. Similarly, any students with IEPs will continue to receive appropriate services at the school to which they are matched.

In accordance with DOE policy, ELLs participate in the middle school admissions process in the same manner as their non-ELL peers. ELL students are placed according to the same criteria as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the school to which they are matched.

If students do not participate in the Middle School Choice process, their placement is determined by the DOE's over-the-counter ("OTC") process, as described in further detail below.

Enrollment Impact for Future High School Students – High School Admissions Process

The proposed temporary co-location of the kindergarten through third grades of Harlem Prep is not expected to impact current students in high school grades in District 4. As stated above, since AES has been approved for phase-out, it no longer admits students, and Innovation admits students through a lottery-based application.

In New York City, high school admissions to non-charter schools are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference.

Beginning with high school admission for September 2012, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results at the end of February 2012.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to schools in Round Two. Any student who does not receive a match in Round One must apply to the available programs in Round Two to receive a match. Beginning this year, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include schools with remaining seats and new schools that will open the following September. Students will receive Round Two results at the end of April 2012.

For information about the High School Admissions Process, visit: http://schools.nyc.gov/ChoicesEnrollment/High.

High school students with IEPs are admitted in the same manner as general education students. Schools will create programs that meet the needs of all students with disabilities ensuring access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs is the same as described above.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services at the high school to which they are matched.

Enrollment Impact for Future Middle and High School Students – Over-the-Counter

In addition to the Middle School Choice Process and the High School Admissions Process, some students will continue to receive placement in a middle school or high school through the OTC process.

OTC placement is a term that refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. Most of these students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);[8] or
- Students who did not participate in the Middle School Choice Process or High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interests, home address and which schools have available seats, and, where applicable, transfer guidelines. For middle school, students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student's address is zoned for middle school. For middle school in un-zoned districts and for high school, the student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, middle school students may simply report to their zoned middle school at the start of the year.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of

[8] As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

For elementary and middle school, students seeking an OTC placement who are zoned to an elementary or middle school are given priority for a seat at that zoned school. In zoned districts Citywide, should a zoned school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if they so choose. In addition, screened and audition middle schools and alternative programs are offered through referrals by the Borough Enrollment Office to the schools. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

For high school, screened programs (those that have academic criteria) which have a two year track record of not filling through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools, and alternative programs are offered through referral.[9] In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2011-2012 school year, 490 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 388 five years ago. Moreover, in Manhattan, the number of schools that admit students during this period has increased from 92 to 119.

This proposal is not expected to have an impact on OTC enrollment at the schools in M099.

B. Schools

If this proposal, along with the proposal to co-locate HSA 3 in M099 beginning in the 2013-2014 school year, is approved, the new building enrollment in 2012-2013 would be 762-964, a decrease of 103 students or an increase of 99 students from the current enrollment. In 2013-2014, current enrollment is expected to increase by 91-345 students. The DOE would continue to monitor enrollment and capacity at M099 as the kindergarten through third grades of Harlem Prep are temporarily co-located in the building.

If for any reason Renaissance's re-siting is delayed beyond the beginning of the 2012-2013 school year, the DOE would consider alternate options and, if necessary, address the proposed temporary co-location of the kindergarten through third grades of Harlem Prep in a new or revised proposal.

M099 has adequate capacity to temporarily accommodate the kindergarten through third grades of Harlem Prep in addition to Manhattan East, AES, and Innovation, as well as HSA 3 beginning in September 2013. Collectively, they are projected to enroll an estimated 762-964 students in 2012-2013 and 956-1,210 students in 2013-2014. At that point, in 2013-2014, the projected building utilization for M099 would be approximately 73%-93%. Space used by Harlem Prep will have become available with the re-siting of Renaissance, if that proposal is approved.

The estimated enrollments for each organization in M099 over the next two years are shown in Sections II

[9] International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

and IV.

As described in more detail in the Building Utilization Plan that accompanies this EIS, there will be sufficient space to accommodate the temporary co-location of the kindergarten through third grades of Harlem Prep in addition to Manhattan East, AES, and Innovation, as well as HSA 3 beginning in September 2013, pursuant to the Citywide Instructional Footprint (the "Footprint"). (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm.)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving kindergarten through fifth grades receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline rooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

As described in more detail in the attached BUP, as in other situations where schools are co-located, the schools may need to share large common and specialty rooms in the building. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE's Office of Space Planning. A Shared Space Committee meets a minimum of four times a year and report back to the Building Council regarding shared space questions. Any unallocated space will continue to be equitably distributed among the schools based on student enrollment.

C. Community

If the re-siting of Renaissance is approved, space will be available in the M099 building. In order to use the space in the building as efficiently as possible, it can be used to support expanded educational opportunities for District 4 families. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed temporary co-location of the kindergarten through third grades of Harlem Prep is intended to meet those goals by providing space for Harlem Prep as it expands to offer new middle school choice options for students in Districts 4.

As mentioned above, DPPS currently manages a total of three public charter schools in Manhattan and will manage four beginning in the 2012-2013 school year. In 2009-2010, Democracy Prep was the highest rated middle school in New York City on the annual Progress Report, and its Progress Report score has been in the top 13% of middle schools Citywide during all four years that it has received a Progress Report. Though DP Harlem has not yet received a Progress Report score, in 2010-2011, the proportion of its

students that received proficient scores on the Math and ELA state tests were in the 23% and top 21% of middle schools Citywide.

The DOE believes DPPS's record of success supports the growth Harlem Prep. This proposal to temporarily co-locate Harlem Prep and in M099 would allow it to continue providing educational opportunities for students and families.

In addition, as is typically the case when unzoned school options expand, Harlem Prep's expansion to serve middle school grades may have an impact on enrollment at other District 4 middle schools by enrolling students who would otherwise attend a District 4 middle school. At present, there is no way to reliably predict which District 4 middle schools would be impacted, if any, or by how many seats.

If approved, Harlem Prep would join six other charter schools that are currently serving students in kindergarten through eighth grade in District 4:

District Charter Options

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment[10]	Admissions Method
84M337	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL	N/A	N/A	32	Lottery
84M382	DREAM CHARTER SCHOOL	K-4	K-8	246	Lottery
84M385	HARLEM SUCCESS ACADEMY CHARTER SCHOOL 3	K-4	K-8	614	Lottery
84M518	EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL	K-1	K-5	107	Lottery
84M704	HARBOR SCIENCE AND ARTS CHARTER SCHOOL	K-8	K-8	236	Lottery
84M705	AMBER CHARTER SCHOOL	K-5	K-5	442	Lottery
84M708	HARLEM PREP CHARTER SCHOOL	K-5	K-5	261	Lottery

Detailed information about charter schools will also be published annually and is available in print and on the DOE website here: http://schools.nyc.gov/NR/rdonlyres/50117A5B-DB95-4231-82CC-16C853A8EE2B/0/CharterSchoolDirectory_English.pdf.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at M099.

[10] Based on headcount as of October 1, 2011.

IV. Enrollment, Admissions and School Performance Information

Harlem Prep

Admissions Data

Current Admissions	**All Grades**: Continuing students and lottery with preference first for siblings, then for students and residents of District 4
Admissions in 2012-2013 and 2013-2014	**All Grades**: Continuing students and lottery with preference first for siblings, then for students and residents of District 4

Enrollment Data[11]

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (audited)	51	48	50	53	35	24	261
2012-13 (proj.)	46 - 59	43 - 55	45 - 58	-	-	-	134 - 172
2013-14 (proj.)	46 - 59	43 - 55	45 - 58	48 - 61	-	-	182 - 233

Demographic Data

Percentage of Students Receiving ICT or SC Services[12]	0%
Percentage of Students with Individual Education Plans[13]	15%
Percentage of English Language Learner Students[14]	6%
Percentage of Students Eligible for Free or Reduced Lunch[15]	59%

[11] Projections reflect only students served in building M099.
[12] Students Receiving ICT and SC services as percentage of total students from the 2011-2012 Audited Register
[13] Students with IEPs as percentage of total students from the 2011-2012 Audited Register
[14] ELL students as percentage of total students from the 2011-2012 Audited Register
[15] Percentage of Students Eligible for Free or Reduced Lunch from 2011-2012 Audited Register

School Performance Data

Harlem Prep Charter School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	D
Quality Review Score	-	-	-
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	51%	22%	26%
Math % Proficient (Levels 3 and 4)	71%	25%	44%
Other Key Performance Indicators			
Attendance Rate	94.1%	93.6%	93.1%

2010-2011 State Accountability Status	In Good Standing

Manhattan East

Admissions Data

Current Admissions	**Grades 6-8**: District 4 Middle School Choice, Admissions Method: Screened: Academic, Priority for students and residents of District 4

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (audited)	77	79	90	246
2012-13 (proj.)	70 - 80	70 - 80	75 - 85	215 - 245
2013-14 (proj.)	70 - 80	70 - 80	70 - 80	210 - 240

Demographic Data

Percentage of Students Receiving ICT or SC Services	7%
Percentage of Students with Individual Education Plans	9%
Percentage of English Language Learner Students	2%
Percentage of Students Eligible for Free or Reduced Lunch[16]	52%

School Performance Data

M.S. 224 Manhattan East School for Arts & Academics	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	B	C	C
Quality Review Score	-	P	-
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	90%	70%	65%
Math % Proficient (Levels 3 and 4)	91%	72%	77%
Other Key Performance Indicators			
Attendance Rate	94.4%	93.8%	93.6%

2010-2011 State Accountability Status	Improvement (year 1) Basic

AES

Admissions Data

Current Admissions	N/A – Phasing Out

Enrollment Data

	Total Enrollment
2011-12 (audited)	186
2012-13 (proj.)	75 - 115
2013-14 (proj.)	30 - 70

[16] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

Demographic Data

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individual Education Plans	20%
Percentage of English Language Learner Students	14%
Percentage of Students Eligible for Free or Reduced Lunch	66%

School Performance Data

Academy of Environmental Science Secondary High School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	D	F	-
Quality Review Score	UPF	-	-
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	62%	59%	59%
4 Year Graduation Rate	51%	44%	46%
6 Year Graduation Rate	68%	62%	61%
% Graduating with a Regents Diploma	22%	25%	23%
Attendance Rate	84%	82%	83%

2010-2011 State Accountability Status	Corrective Action (year 1) Comprehensive

AES did not receive a 2010-2011 Progress Report because it is currently phasing out.

Innovation

Admissions Data

Current Admissions	**Grades 9 and 10**: Lottery Method

Enrollment Data

	Total Enrollment
2011-12 (audited)	240
2012-13 (proj.)	338 - 432
2013-14 (proj.)	450 - 577

Demographic Data

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individual Education Plans	35%
Percentage of English Language Learner Students	6%
Percentage of Students Eligible for Free or Reduced Lunch[17]	67%

School Performance Data

The Renaissance Charter High School for Innovation	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	-	-	-
Quality Review Score	-	-	-
Key Components of Performance and Progress			
% 10+ Credit Accumulation in Year 1	-	-	84%
4 Year Graduation Rate	-	-	-
6 Year Graduation Rate	-	-	-
% Graduating with a Regents Diploma	-	-	-
Attendance Rate	-	-	100%

2010-2011 State Accountability Status	-

[17] Percentage of Students Eligible for Free or Reduced Lunch from 2011-2012 Audited Register

Innovation opened in the 2010-2011 school year, so limited school performance data is available.

HSA 3

Admissions Data

Current Admissions	**K-4**: Charter lottery application (students admitted K-3)
Admissions after Co-location	**K-5**: Charter lottery application (students admitted K-3)

Enrollment Data

84M385	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Total Enrollment
2011-12 (audited)	-	-	-	-	-	-
2012-13 (proj.)	-	-	-	-	-	-
2013-14 (proj.)	84 - 90	-	-	-	-	84 - 90
2014-15 (proj.)	70-90	80-84	-	-	-	150 - 174
2015-16 (proj.)	62-82	68-74	80	-	-	210 - 236
2016-17 (proj.)	74	58-80	62-70	72-76	-	266 - 300
2017-18 (proj.)	62-68	65-80	65-76	60-64	68-72	320 - 360

Demographic Data

Percentage of Students Receiving ICT or SC Services	3%
Percentage of Students with IEPs	14%
Percentage of ELL Students	6%
Percentage of Students Eligible for Free or Reduced Lunch	65%

School Performance Data

HSA 3	2008-2009	2009-2010[18]	2010-2011
School Performance and Progress[19]			
Overall Progress Report Grade	N/A	N/A	A
Quality Review Score	N/A	N/A	N/A
Performance Data[20]			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	71.7%
Math % Proficient (Levels 3 and 4)	N/A	N/A	92.8%
Other Key Performance Indicators			
Attendance Rate[21]	N/A	N/A	95.9%

2010-2011 State Accountability Status	In Good Standing

V. Initial Costs and Savings

In accordance with New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

At present, M099 is not expected to undergo any capital improvements or facilities upgrades that would require matching funds. Thus, the DOE does not believe that the proposal will incur any initial costs.

[18] In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percentage of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percentage of students achieving proficiency declined, on average, New York City's students' raw scores on the tests remained largely unchanged relative to the prior year.
[19] Source: Progress Report.
[20] Available at http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults
[21] Source: Progress Report.

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

The proposed temporary co-location of of Harlem Prep in M099 is not expected to change the number of personnel positions assigned to the other schools in the building, nor is it expected to significantly alter the duties of current staff in M099. Harlem Prep may hire additional personnel to support its students across multiple sites.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at the other schools in building M099. The basic operating budget for those schools is determined by the same Fair Student Funding ("FSF") formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per pupil basis. Each student receives a per-pupil entitlement based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil allocation for middle schools is $4,412.45 and for high schools is $4,207.47. In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, middle and high schools receive an additional $2,043.69 per pupil for each ELL student they enrolled. For middle and high schools, supplemental funds are awarded to each student who is an ELL student, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, schools in building M099 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. AES is currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of its respective Title I funding award would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. All schools in M099 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

The General Education Charter School per-pupil rate is determined by the New York State Education Department, and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures by Total Allowable Pupil Units. Special Education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

Temporarily co-locating the kindergarten through third grades of Harlem Prep in M099 will not affect the costs of instruction at Manhattan East, AES, or Innovation.

C. Administration

No change in school supervisory or administrator positions at Manhattan East, AES, or Innovation is expected as a result of this proposal.

Harlem Prep may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the co-location.

D. Transportation

Transportation will be provided according to Chancellor's Regulation A-801: http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf. There will be no change to existing transportation practices at Manhattan East, AES, or Innovation.

E. Other Support Services

The provision of certain support services is described above. Other support services would be provided in consistent with Citywide policy during the temporary co-locations.

VII. Building Information

Building		M099
Type of Building		Junior High-Intermediate-Middle
Year Built		1924
Overall BCAS rating		2.59
2010-2011 Target Building Utilization		69%
2010-2011 Target Building Capacity		1,301
FY 2011 Maintenance Costs	**Labor**	$86,578
	Materials	$33,244
	Maintenance and repair contracts	$27,790
	Service contracts	$0
	Custodial operations costs—Materials	$8,141
	Custodial operations costs—Custodial Allocation	$302,856
FY 2011 Energy Costs	**Electric**	$119,135
	Gas	$97,348

	Oil	$0
Projects completed during the current or prior school year		Ansul System, IP Surveillance Cameras
Projects proposed in the capital plan		No projects identified
Accessibility of the building		Building is not functionally programmatically accessible
Building attributes		Art rooms, Auditorium, Cafeteria, Computer rooms, Gymnasium, Library, Nurse's Office, & Science Labs